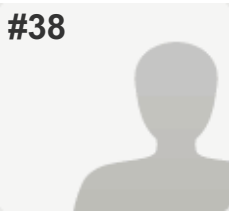


#38



COMPLETE

Collector: Web Link 1 (Web Link)

Started: Saturday, June 20, 2015 10:43:06 AM

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Time Spent: Over a month

IP Address: 184.21.152.153

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Q1: 1a. TLC Local Plan Measure (1)

Adoption of the TLC plan by the school board

Q2: 1b. To what extent has this measure been met?

(no label)

Fully Met

Q3: 1c. Description of Results (1) (limited to 3000 characters)

The TLC plan was adopted by the school board and began its implementation in the 2014-2015 school year. A two-year process has been planned to fully implement the TLC grant, considering the scope of changes. The plan is as follows:

Introduction:

The Roland-Story Community School District faces many changes in the 2014-2015 school year, including the integration of the Teacher Leadership Compensation program, a new superintendent, and ten new teachers. In order to implement all the changes called for in the TLC grant, and to fulfill its obligations to the state, the Practitioner Collaboration and Peer Review process has been integrated into a two-year plan.

Plan

Year 1. 2014-2015

Choose the philosophy for the district and buildings.

Choose the method for creating teams.

Introduce the process of thoughtful discussions of a teaching bundle that involves a) a filmed lesson, b) a focus on a specific teaching skill and c) assessments and/or d) student accomplishment. This includes training on how to film and archive teaching samples.

Schedule these discussions so everyone has at least 2 films reviewed a year.

Establish continual conversation about what teachers can do to improve student learning.

Introduce the process of learning coach guidance. Increase participation in this peer review process.

Establish just-in-time professional development to guide and focus the discussions.

Establish an evaluation process to provide feedback for improvement.

Ask for teacher reflections on their process and learning.

Year 2 2015-2016

Allow off-year teachers to choose whether to focus their peer reviews in collaboration time or if they would also like peer coaching help.

Introduce a form that unites the district, building and personal goal established with an end-goal of improving student learning.

Choose the philosophy for the district and building.

Choose the method for creating the team.

Continue the process of thoughtful discussions of unit bundling focussed on the district and building goal.

Establish a process for setting goals after discussion that creates a long term and short term goal with theory, demonstration and practice.

Establish a process for the formal procedure including agendas, minutes, and reflections.

Keep discussions focussed on the following: planning lessons, practicing lessons, debriefing lessons, organizing

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keep discussions focused on the following: planning lessons, practicing lessons, debriefing lessons, organizing, analyzing and summarizing data to plan instruction, solving problems related to student learning, reading, reflecting, sharing articles that support learning goals.

Guiding Principles for the Peer Collaboration Program

We took the following lessons from the “Extended Guidance on Practitioner Collaboration and Peer Review” to guide the plan formation. This language is often word for word.

Peer Review is defined under Iowa Code section 284.8(1) and “specifies that school districts are required to conduct annual reviews of non-probationary teacher performance. The first and second years of such reviews will be ‘conducted by a peer group of teachers.’”

A group of professional analyze, reflect, and talk about their profession in an attempt to make it better. Collective accountability and responsibility for teaching and learning is established. Discussions focus on improving teaching practices. Attention is given to the art and craft of teaching and assisting the good teacher to become better. It deepens the school and district professional development initiative into the day-to-day work of teaching. The review is reflective in nature by both the teacher and the reviewers around the teaching practice. Reviewers should make thoughtful judgments about a teacher’s practice and consider each individually.

They use the school’s evaluation framework as a basis for discussion, support, and planning. Expectations for peer review visits and follow-up are clear.

The review will not be used to place a teacher in intensive assistance programs and is intended for coaching and improvement.

All teachers will work within the scheduled discussions in groups chosen by the principal and learning coach.

The collaboration will focus on improving teaching and student learning and will meet regularly with thoughtfully with planned agendas, minutes and concise follow-up actions

School leaders will monitor, support and participate in the collaborative process to ensure that efforts are focused on student learning and on district and building goals. This includes looking at teacher implementation, student work samples, and teacher videos.

The peer groups include roles (leader, task keeper, time keeper, recorder), agendas, minutes and follow-up actions and provides adequate time (30-45 minutes) for in-depth learning.

New learning builds skills around the identified instructional practice and includes, theory, demonstration and practice.

Pages 62-67 of the IPDM technical guide (2009) provides further examples, references, and planning tools.

Discussions will include planning lessons, practicing lesson, debriefing lessons, organizing, analyzing and summarizing data to plan instruction, solving problems related to student learning, reading, reflecting, sharing articles that support learning goals.

Time will be given at the end to develop short-term and long-term plans.

Counselors and nurses are also included in the reviews.

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Q4: 2a. TLC Local Plan Measure (2)

Teacher leaders will organize and implement the AIW skill of bundling.

Q5: 2b. To what extent has this measure been met?

(no label)

Mostly Met

Q6: 2c. Description of Results (2) (limited to 3000 characters)

The work of the learning coaches was intended to follow AIW skill of bundling as planned: Bundling activity 1. Choose a unit for review Gather together all the assignments and assessments for the unit. Print out your curriculum mapper page for the unit with attached outcomes. Mark assessments for which outcomes are measured in each question. and Number the quality of the link to the to standard on the curriculum mapper page. (1 is low, 2 is medium, 3 is high) Highlight those standards not measured in the unit. Write a review of what you see worked well and what needs to change in assessments to improve student work (including a data analysis) match between the curriculum mapper standards and what is actually measured/taught teaching strategies Film yourself teaching a critical NEW concept during the unit. Gather student work from the NEW concept. Take this work to your collaboration group. Watch the video, show them the work that measures the activity. Introduce the unit and your findings to the group. Tell the group what you would like to have improved Gather suggestions for improvement based on standards given in your building. In actuality, each building incorporated a form of bundling/videotaping that fit the needs of the individual buildings. At the HS, AIW groups recorded and shared videos for the purpose of identifying discrepancies between teacher expectations and student work with the goal being to reflect on the instruction to produce desired outcome. HS teachers bundled and met monthly to collaborate around improved instruction to impact learning. At the MS, teachers met monthly in cross-grade teams. The goal of each meeting was to share 2 videotaped lessons and provide critical feedback to teachers around questioning strategies, engagement, and formative assessment. At the ES, teachers met in PLCs weekly to discuss the big 4?'s of PLC work. ELI legislation dictated much of the focus. Approximately half of the teachers videotaped themselves and collaborated with the learning coach around a goal they had set at a pre-observation conference. Expectations for bundling/videotaping have been increased at the elementary level for next year. 9/4/15: * AIW is fully implemented at the HS, but not the other centers. At the high school, each teacher completed at least one complete bundle/ semester. Documentation can be seen in HS Model Teacher Meeting minutes. Progress was made toward aligning outcomes, teaching strategies, assessments, and student learning in the other centers.

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Q7: 3a. TLC Local Plan Measure (3)

RSCSD will designate 30 hours per building per week for teacher leaders and faculty to collaborate, plan with, and observe each other in classrooms.

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Q8: 3b. To what extent has this measure been met?

(no label)

Fully Met

Q9: 3c. Description of Results (3)(limited to 3000 characters)

The learning coaches spent the majority of their time collaborating, planning with, and observing teachers. An Implementation of Teacher Leadership Survey was administered at the end of the school year:
<https://docs.google.com/a/roland-story.k12.ia.us/forms/d/1bm90KWmxX5ikVzWSi0F3HVe6J7vbJvE73I3jPzdSQYE/edit>, and the responses:
https://docs.google.com/spreadsheets/d/1_9GrhOytFqN3HJ5wznIr-9lSei1MiD3gAcaeGyRjIP8/edit#gid=205742777
indicated that staff benefited from the implementation of the TLC Plan this year. Additionally, time was spent attending trainings outside the district to improve their coaching skills. The minutes for TLC team highlight the work of the year:
https://docs.google.com/document/d/1fnTi82Vn1_JEAS4NWyDpGrmof0MW780hMjplA3eCywA/edit. 9/4/15:
*Data on student achievement can be found in the attached document-Report to the Board *The original intent was meant for teacher leaders collaborating with teachers, but needs to be expanded to include teachers collaborating with each other. As it is a goal, it has not been met-yet. Our HS coach coordinated a day each semester for teachers to observe in each others' classroom. The middle and elementary are planning on having "peer observation" days this year, but few took place last year. Thirty hours were available each week for collaboration, the majority of which was coaches meeting with teachers in classrooms or offices. We are in the process of discussing whether 30 hours/week is feasible, or if that needs to change. As far as the coaches logging their time and activities, just the HS coach used an electronic form Larson Coach Log-HS, the others used paper and pencil logs. This year they are sharing a form 2015-2016 Coaches' Log. A survey given in May TLC Implementation Survey 5/2015 provided feedback on coaching as well as free-response items.

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Q10: 4a. TLC Local Plan Measure (4)

Retention and training of new teachers.

Q11: 4b. To what extent has this measure been met?

(no label)

Fully Met

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Q12: 4c. Description of Results (4)(limited to 3000 characters)

New teachers at Roland-Story are currently enrolled in the Heartland Mentoring and Induction program. The TLC team will be attending the Journey to Excellence training in June in order to assume the responsibilities for mentoring new teachers starting in the 2016-2017 school year. At the building level, new teachers have been mentored by both model teachers and the learning coach. At the district level, new teachers met monthly with the TLC team for the purpose of addressing timely topics and concerns based on a survey administered at the start of the school year: <http://goo.gl/forms/BdcBUOPSq3>. Results guided meetings: <https://docs.google.com/a/roland-story.k12.ia.us/spreadsheets/d/1BI3LMKVqFc7EfEFgrsKlHYypH2CGphEQC5VAxmdgtvY/edit?usp=sharing>. A survey given to new teachers by the superintendent indicated satisfaction with the support received. 9/4/15: *We did not keep minutes of these meetings. New teachers were not given a separate survey. Their results are in the TLC Implementation survey above with the other survey responses. *This is the final year for our 1st and 2nd year teachers to attend mentoring classes outside the district. Teacher leaders have been trained and next year our mentoring will happen in-house following the Journey to Excellence protocol, with variations to suit our teachers. Our retention rate of new teachers was 100%, the same as the previous year's retention. The TLC played a role in this, though it is not clear whether the results would have been different, as the entire staff and administrators do an excellent job supporting new teachers.

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Q13: 5a. TLC Local Plan Measure (5)

Improve student achievement

Q14: 5b. To what extent has this measure been met?

(no label)

Mostly Met

Q15: 5c. Description of Results (5)(limited to 3000 characters)

To the extent that student achievement can be impacted in the first year of implementation, Roland-Story data indicated stable growth and improvement on the 2015 Iowa Assessments: https://drive.google.com/a/roland-story.k12.ia.us/file/d/0B_4W3nAq7xCZTUUVWeXU0eThnNFBxbHpXaHpKZXhY0XJ0bVJJ/view?usp=sharing. The final report to the school board highlights progress made toward goals, as well as areas in need of improvement. The TLC team will seek to become data-rich and data-informed in order to assist teachers in making informed decisions for increasing student learning.

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Q16: 6. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change).

Currently, no major adjustments are being considered for TLC implementation. We will continue to improve on our practice and build on the foundation that has been established. We will remain flexible and open to adjustments should they become necessary.

Q17: 7. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC as impacted your school improvement plan in your district.

Jil and Shelly have played an integral part in my decision to break out of my old instructional methods and seek new ways of improving my curriculum. Thank you to them!!! I love the ideas that have come from our coach. She is always looking for ways to help us learn and implement new ideas. Jil is very knowledgeable and always upbeat and willing to look for new ways to help. Our coach is very helpful. I need to think of ways to utilize the coach more often. I have no reservations about asking for help or brainstorming for ideas. It is usually more the difficulty in finding time to seek new ideas in addition to all the normal planning, grading, preparing, etc. Shelly is amazing! She always has suggestions and ideas when I need them and a listening ear when I need that. The biggest thing is to have someone to have meaningful conversations with about any of the aspects of instruction and life in the classroom. It is necessary for her to be in my room when needed for this, but sometimes just the conversations between 2 teachers focusing their thoughts and ideas on a single issue that has become important is so very helpful. I think I am on track with the big things in my classroom, but sometimes it is the small things that can make the difference I'm looking for. I think the coach could help keep us focused on the tasks we want to improve on. I think they would be good to check on us for our "goal" we set at the beginning of the year. Sometimes it gets busy and ideas get lost in all of our requirements that seem to be added during the year. As teachers I think we need to make a better effort in reaching out to our coach for assistance. Jil is a wonderful asset to have in our building! We "team taught" a lesson this year, she gives me feedback on engagement strategies, we brainstorm teaching methods together, the list goes on and on. More specifically, she has been invaluable in helping me tweak my classes' content to my own teaching style, despite the fact that it means breaking from how she taught it. to observe a challenging student; use that observation to also have conversation about engagement of all students in my room, watched a video taped lesson and reflected; discussed my PD goal with her for ideas; she's provided many resources for literacy instruction; she helped us revamp our kindergarten screening process; talked about little issues and answered questions along the way about FAST testing process and common core. Whenever I try something different, I usually consult my coach to get some input before starting. Sometimes it helps to reassure me about what I plan to do; other times it allows me a chance to get fresh eyes on a problem and adjust accordingly. I've also used my coach to help with summative assessment to make sure I'm targeting it to ..

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the core. Being a first year teacher, I have used our coach multiple times in a year. I have discussed ways to work with challenging students, instruction for my SD student, etc. Jil has been a fantastic help for me! I feel very comfortable going to her and know that she is never judging!! And finally, a second-year teacher at the HS expressed that she did not know how teachers taught before having coaches!

Q18: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.
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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.
,

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.
,

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.
,

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.

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Q19: Name of School District:

Roland-Story

Q20: Name of Superintendent

Mr. Matt Patton

Q21: Person Completing this Report

Michelle Soderstrum

Q22: Date of Submission

June 20, 2015